

**THE INFLUENCE OF USING QUESTIONS AND ANSWERS
TECHNIQUE TOWARDS STUDENTS' PROCEDURE TEXT
WRITING ABILITY AT THE FIRST SEMESTER OF THE
NINTH GRADE OF MTs DARUL HUDA BUKIT
KEMUNING NORTH LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019**



A Thesis

Submitted as a Partial Fullfillments of the Requirements for S1-Degree

By:

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OF RADEN INTAN LAMPUNG
2019**

ABSTRACT

The Influence of Using Questions And Answers Technique Towards Students' Procedure Text Writing Ability at The First Semester of The Ninth Grade of MTs Darul Huda Bukit Kemuning North Lampung in The Academic Year of 2018/2019

**By
Dewi Rahayu**

In study foreign language, writing is one of language skills that should be mastered by the students. In writing we can communicate by using e-mail, messages and others. The students' writing ability of MTs Darul Huda Bukit Kemuning North Lampung was have a problem in writing, especially in writing procedure text. So, the researcher applied Questions and Answers Technique in learn writing in MTs Darul Huda Bukit Kemuning North Lampung. Therefore, this research is aimed finding out whether there was a significant influence of using Questions and Answers Technique Towards Students' Writing Ability in Procedure Text at the First Semester of the Ninth Grade of MTs Darul Huda Bukit Kemuning North Lampung in the Academic Year of 2018/2019.

In this research, the research methodology used was Quasi experimental design with pre-test, treatments and post-test after treatments. The population of this research was the ninth grade students of MTs Darul Huda Bukit Kemuning North Lampung. The samples of this research were two classes consisting of 23 students for experimental class and 22 students for control class. In this research used test to collect the data, the test was in the form of writing test.

After giving the post test, the researcher the analyzed the data by using simple T-test. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.021$. It means H_a is accepted because $Sig < 0.05$. So, there is an influence of using Questions and Answers Technique Towards Students' Writing Ability in Procedure Text at the First Semester of the Ninth Grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.

**Keywords : Writing, Procedure Text, Questions and Answers Technique,
Experimental Design.**



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MOTTO

كَلِمَاتُ نَفِدَتْ مَا أُنْخِرَ سَبْعَةُ بَعْدِهِ ۖ مِنْ يَمْدِهِ ۖ وَالْبَحْرُ أَقْلَمُ شَجَرَةٍ مِنَ الْأَرْضِ فِي أَنْمَافِهِ ۚ
حَكِيمٌ عَزِيزٌ إِنَّ اللَّهَ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)

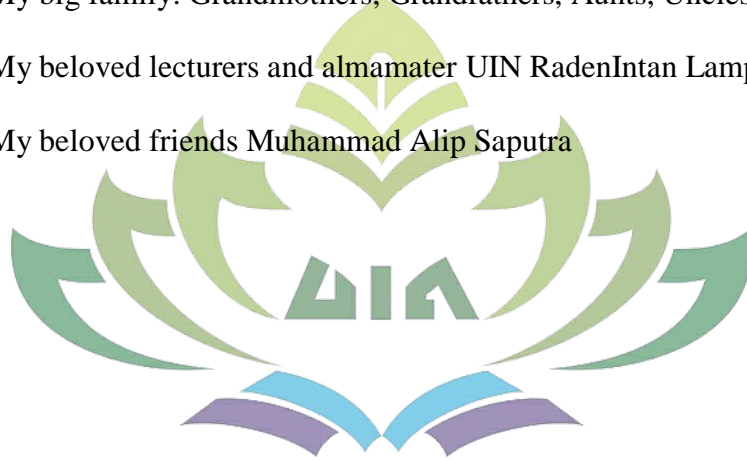


¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p.1219.

DEDICATION

This thesis is dedicated to:

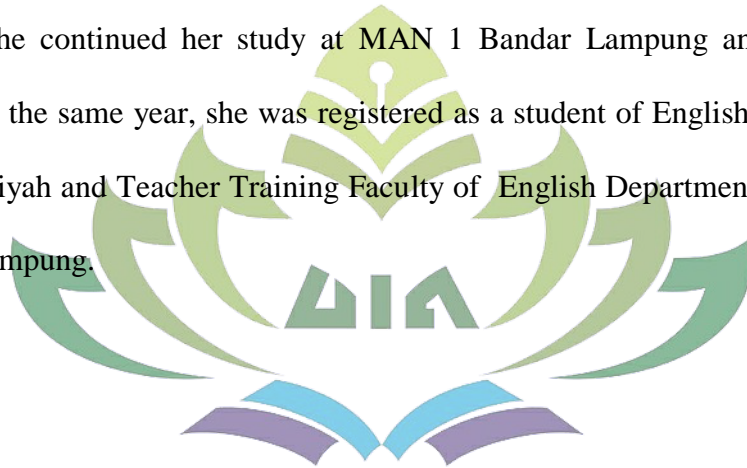
1. My beloved parents, Mr. Dalimin and Mrs. Sri Susila Wati who always pray for all the best to me and give me motivation to study hard until now.
2. My beloved sister (Nur Aina) and my brother (Zulhi Riskian Hadi, Dama Juliansyah and Nugraha Aji Wijaya), who always given me spirit and support for my success.
3. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
4. My beloved lecturers and almamater UIN RadenIntan Lampung.
5. My beloved friends Muhammad Alip Saputra



CURRICULUM VITAE

The researcher is Dewi Rahayu. She was born in Sekipi on November 19th, 1996. She is the second child of three children of Dalimin and Sri Susila wati (almh). She has one sister whose name is Nur Aina and one brother, whose name is Zulhi Riskian Hadi.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019
Researcher,

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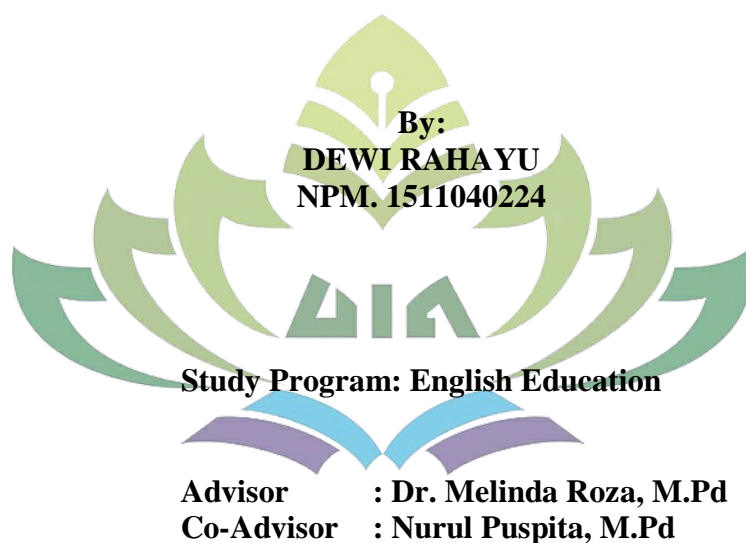
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CHAPTER I

INTRODUCTION

A. Background of Problem

Writing is one of the productive skills for communication through written language. Many students use the written language as a means of communication to convey the message, ideas, information, and so on. This is supported by Nation that most writing should be done with the aim of communicating the message to the reader and the writer must have the reader in mind when writing.¹

In addition to speaking, writing is one of the productive skills that almost every day we use to communicate but writing not only put the word on paper but must have the structure, proper words and many other provision, this is done so that there is no misunderstanding in communicating between writer and readers, as Raimes says that writing also reinforces the grammatical structures, idioms, and vocabularies.²

From the definition above, the researcher can concluded that writing is a process of putting ideas, and expressions on to the paper with the correct structure, a good choice of words, aim at making the message convey by the

¹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p.94

² Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

writer can be capture or receive well by the reader and no misunderstanding occurred.

Writing is a skill that is not easy to learn because there is much to consider in writing, as the Raimes dictates that, there are many elements to be consider in producing writing, such as content, grammar, mechanics, organization, vocabularies and so on.³ Even so with Richards and Renandya declaring that writing is the most difficult skill for L2 learners to master.⁴

Bryne stated, that writing is taks which is often imposed on us, perhaps by circumstances, being at a loss for ideas is familiar experience to most of us when we are obliged to write.⁵ There are three problems that influence, they are psychological problems, linguistic problems, and cognitive problems.⁶ In other words, writing is a difiicult skill to learn because the learners have to understand some writing components as well. It is known that language which is about grammar, one of writing components beside content, organization, vocabulary and mechanics, plays an important role in mastering the skill writing.

In fact, many student said they want to write but the difficulty of putting it into writing. Therefore, in this research, the researcher focused on writing in

³ Ibid, p.6

⁴ Jack c. Richards and Willy a. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (London: Cambridge University Press, 2002), p.303

⁵ Doon Bryne. *Teaching Writing Skill*, (New York: Longman, 1988),p.5

⁶ Ibid ,p.4

procedure text. Writing is one of the hardest skills and should be taught to the students. Finally to make a good writing form required a process.

Based on the preliminary research from the class IX of MTs Darul Huda Bukit Kemuning North Lampung, the researcher found that students still have many problems in learning writing especially in procedure text. To know all of them, the researcher asked about what technique that was used by the teacher to teach writing. Then, the researcher asked for the data and information about the students' writing ability from the English teacher at the school. Additionally, the researcher interviewed Mrs (Badriyah, S.Pd.I) as nine grade English teacher. She said that she used Free Writing Technique to teach writing. In addition, she said that the writing ability to procedure text of student is still low and almost all students have difficulties in writing procedure text, but it still found difficulties how to put forward their ideas, to build a good paragraph.⁷

Free Writing can not be best because Free writing is all the thinking process, not about a product or a performance for a student and teacher focus about theory, finally students can not express ideas in writing, not interest and bored in learning English.

⁷ Badriyah, *The English Teacher at MTs Darul Huda Bukit Kemuning North Lampung*, on January 23th 2017, (An interview).

After interviewed the teacher, the researcher also interviewed students from class IX of MTs Darul Huda Bukit Kemuning North Lampung. Students says that Free Writing is not an interesting technique in classroom teaching, the teacher focuses on theory and spends the time in the classroom explain it. Students find it difficulties to understand using the teacher's techniques, so students find it difficulty to express their ideas for learning to write. The situation in the class became noisy and does not have a good atmosphere in the class and seemed bored.

Based on pre-research conducted by the researcher in MTs Darul Huda Bukit Kemuning North Lampung, the writing ability to procedure text of student is still low. It can be seen in the table.

Table 1.
The Score of students' Writing of Nine Grade of MTs Darul Huda
Bukit Kemuning North Lampung in Academic Year of
2018/2019

No	Score	Total Number of Students	Percentage
1	<70	54	75%
2	≥ 70	19	25%
Total		73	100%

Source :Document of the English teacher of MTs Darul Huda Bukit Kemuning North Lampung

From the table above, there are 19 students from 73 students who passed the test and there are 54 students who failed test based on criteria of minimum mastery (KKM). In this research, the student score of KKM in MTs Darul Huda Bukit Kemuning North Lampung is 70 and there are many students who score below 70. The total number of students who get difficulty writing is 54 of

73 students. That means there are many students from three classes who found it difficulty and have the same problem in writing especially are 75%.

Based on the description above, to overcome this problem English teacher should be able to find ways in the learning process so that students can be fun, interest, and also challenge with the material. For this case the researcher used questions and answers technique to learn students, with questions and answers technique we can liberated students to think of making good paragraphs as tell by Raimes type controlled compositions that use questions and answers format that allow little student freedom in composing the sentence, the text is not the actual text they will write; both given a series of questions, answers to the next form.⁸

From the previous statement Mrs Badriyah then the researcher is sure that the technique of questions and answers appropriated for used learn students in MTs Darul Huda Bukit Kemuning North Lampung, because the questions and answers technique have advantages, like Execution questions in the class will be more alive because of better class welcome, students are not just listening. By asking questions of greater student participation and trying to listen to the teacher's questions well and trying to give the right answers, so students receive lessons by actively thinking not passive (just listening).

⁸ Ann Raimes, Op. Cit, p.101

There has been some research conducted by the previous research related to Questions and Answer Technique. First, by Emi Damayanti used the Influence of Using Questions and Answers Technique Towards Students' Narrative Paragraph Writing Ability at the Second Grade of SMPN 1 Palas South Lampung in the Academic Year 2010/2011. Then, Desma Yulita using The Influence of Using Questions and Answers Technique Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Nine Grade of SMPN 2 Waytenong West Lampung in the Academic Year 2015/2016.

From previous research above, there are several differences between the two reasearchers above with the researcher, among other differences in the study text, school, and which is definitely the object study by the researcher.

In viewed of the facts above, the researcher is interested in conducting a research by using Questions and Answers Technique in teaching writing especially the procedure text. Whether by using Questions and Answers Technique has any influence students' writing skill especially procedure text. Therefore, the researcher proposed a research entitle the influence of using Questions and Answers Technique towards students' Procedure Text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in academic year of 2018.

B. Identification of Problem

Based on the background above, the researcher concluded that there are some problems as follows:

1. The students' procedure text writing ability was have a problem because the students fell bored in learning writing.
2. The students found difficulties to express and develop their ideas in writing procedure text.
3. The teacher technique in teaching writing was not interesting.

C. Limitation of Problem

Based on the identification of the problem above, the researcher focused on Procedure Text writing ability with Questions and Answers Technique.

D. Formulation of the Problem

Based on the identification and limitation of the problem above. The researcher formulated the problem as follows: "Is there any significant influence of using Questions and Answers Technique towards students' Procedure Text writing ability?"

E. The Objective of the Research

Based on the formulation of the problem above. The objective of this research was to know whether there is an influence of using Questions and Answers Technique towards students' procedure text or not.

F. Significance of the research

This research expected that there were some significances of the research and they were as follows:

1. Theoretically

For the teoretically the research are expected to support the previous theories about influence of using Questions and Answera Technique to learn students' procedure text writing ability.

2. Practically

a. Teacher, for practically the research are expect that the teacher can use Questions and Answers Technique in teaching procedure text writing ability.

b. Students, for practically the research are expected that the students can increase their procedure text writing ability.

G. Scope of the Research

In this research, the researcher determined the scope of the research as follows:

1. Subject of the research

The subject of the research was the students of the nine grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.

2. Object of the Research

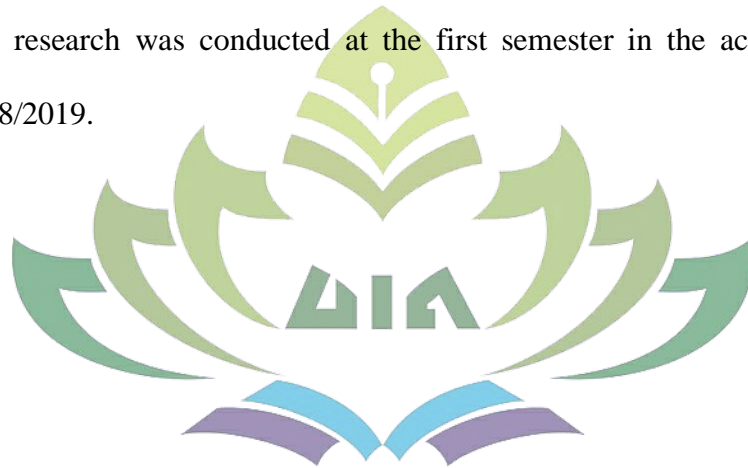
The object of the research was the used of Questions and Answers Technique and students' procedure text writing ability.

3. Place of the Research

The place of the research was conducted at MTs Darul Huda Bukit Kemuning North Lampung.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.



CHAPTER II

LITERATURE REVIEW

A. Theory

1. Teaching English as a Foreign Language

Teaching is a systematic activity covering many aids. Each component cannot be separated, but must be run together with dependent and continuous. Therefore, there need to be a good teaching management, much to be considered, about the teacher's ability to manage the classroom, skills, and also the professionalism of the teacher so that the teaching objectives can be achieved. In addition, teaching is guiding and facilitating learning, enabling learners to learn to determine educational philosophy, teaching styles, approaches, methods, games and classroom techniques. According to the Harmer, teaching means sharing knowledge or instructing or training someone.¹ It means that to show someone how to do something or change someone ideas.

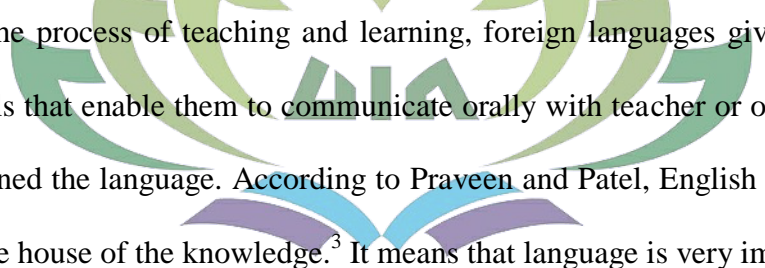
Setiyadi state, The way of teaching English as a second language does not have to be different from how to teach English as a foreign language.² In fact, teaching English in countries where English is only a foreign language may be different for English to be taught. In countries where English is a second

¹ Jeremy Harmer, *How To Teach English* (New York:Longman, 2002), p.56

² Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21

language and also different for teaching English in countries where English is mother tongue. For example, in English, English as a mother tongue but in Malaysia English as a second language and in Indonesian English as a foreign language.

English as an international language has a major influence on human life in the world. In this globalization era, English very important position in almost every aspect of our life, possibly: work, technology, science, social, culture, business, and especially in teaching and learning.



In the process of teaching and learning, foreign languages give students the skills that enable them to communicate orally with teacher or other who have learned the language. According to Praveen and Patel, English is a key to the store house of the knowledge.³ It means that language is very important in our lives.

Based on the previous explanation, the researcher can concluded that the teaching of English is the art of transferring knowledge from teacher to student or to give knowledge to someone by using some creative way accompanied by media and interesting technique in transferring knowledge while learning is process of student to understand and master the lessons that

³ Praveen M. Jain and M.F Patel, *English Language Teaching*, (Jaipur : Sunrise, 2008), P.9

teacher give them, in addition to teaching English should be prioritised to achieve the purpose of teaching English.

2. Writing

a. Definition of Writing

Writing is a skill to use express feeling, ideas, and opinions about the form of writing. People also use writing to communicate in their daily activity. In this modern era, most people use writing to communicate by using modern technology, such as e-mail, short-text messages in mobile, and chatting on social media so that writing is an important skill in helping people to communicate with each other.

Oshima states that, writing is a process not product, there are four main stages in the writing process; prewriting, planning, writing and revising.⁴ Furthermore, Byrne argues that writing can be said to be the act of forming these symbol making marks on a flat surface of some kind.⁵ Thus, writing is essentially a process of expressing the author's ideas and ideas using the knowledge of structure and vocabulary to incorporate the ideas of the writer as a means of communication.

p.3 ⁴ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York:Longman, 1999),

⁵ Donn Byrne, Op.Cit,p.1

According to Hogue, writing is more than just using correct grammar.⁶ Students can share about anything they think about something in the form of written language, because the written language can be the power of themselves to express their opinions on several topics. There are many topics that they can express in written form such as education, experience, politics, and others.

For many foreign language learners, writing is considered the most difficult skill because in writing they have to combine correct grammar and coherence from one paragraph to another. It is supported by Byrne that writing is a few sentences that must be coherent intact.⁷ Writing is as a communicative action, how to share observations, information, through or ideas with others.

Based on the above description, the researcher concluded that writing is an important thing that must be owned by students to express their ideas or opinions of writing because in order to convey a message to readers and writing can be called productive skills. Because not only write sentences or words that are not related but also must be careful and pay attention to the grammar so that the author's message can be caught properly by the reader.

⁶ Ann Hogue, *First Step Academic Writing* (New York: Cambridge University Press, 2003), p.6

⁷ Donn Byrne, Op.Cit, p. 2

b. Writing Ability

Many say that writing is a very difficult skill, Writing must have patience, thoroughness and concept. Jozsef stated that writing is the most complex human activity involving the development of design ideas, capturing the mental representation of knowledge, and experience with the subject.⁸ It means, we must have the ability to express our ideas and our writing should be clear. This is necessary so readers can receive information clearly. In writing there are several aspects that must be attend by the writer in order to write well.

According to Tribble, writing has some components that must be own by the writer in order to write well. The components are:

Content: - substance of writing

- ideas expressed.

- arrangement of schematic structure.

Grammar: - use of grammatical forms and syntactic patterns.

- use of past tense.

Organization: - organizing its contents

- generic structure settings

Vocabulary: choice of words.

⁸ Horvath Jozsef, *Advanced Writing in English as A Foreign Language*, (New York :Lingua Franca Crosport, 2001), p.5

Mechanics: capital letters, punctuation, and spelling.⁹

Writing ability is one of the most important skills to be mastered. If we can write well, then we can communicate effectively. The reader can get information from the author about something that is explained in writing.

Based on the above explanation, it can be concluded that the writing ability is the ability to communicate or express ideas and thoughts on a written form that fulfill the five components of writing the contents of conclusions, organization, vocabulary, language, and mechanics effectively.

c. Process of Writing

According to Bryne, the process of writing always using four steps: prewriting (getting ideas and organizing them), writing the first draft, editing the first draft (checking and correcting it), and writing the final draft to hand in.¹⁰ Based on the above statement, the researcher concluded that there are many related factors in writing, not only the process in which we show our thoughts to the reader, but also the organizing or message of writing. Although writing requires the right technique and is rather difficult to write, the researcher should also pay close attention to the message deliver to the reader, in order for the reader to understand and obtain specific information from the text. That: Planning, what we are going to write. Drafting it,

⁹ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

¹⁰ Donn Bryne, *Op. Cit*, p.6-7

reviewing, editing and final version. The authors are now ready to send written texts to the intended audience.¹¹

The process of writing is more complex that is, of course and the various stages of preparation, review, redrafting, etc. The first is pre-writing, pre-writing is a brainstorming activity. The second is the preparation, the preparation is the first version of a writing. The third is revising is clear and more convincing check on information may be like something that is written ambiguously or confusingly. The last one is editing is checking the text and its errors carefully in grammar, word choice, punctuation and spelling.

Based on the above theory, the researcher concluded that the writing process is a process to order something in the form of written language. Then, the writing process is an activity to produce a well-written writing language that requires several steps or processes. Students will make good writing if they follow the rules of the writing process, as they begin with planning, drafting, editing and final version.

d. Teaching Writing

Writing is one of the language skills in English that should be required by the students. In other word, the role of the teacher is very important to help the students to master the writing skill. Harmer says that by far the most

¹¹ Jeremy Harmer, *Op.Cit*, p.113

important reason for teaching writing, of course is that is a basic of language skills.¹² Therefore, teaching writing to students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teacher agree that in the classroom, writing should be given much attention as reading, speaking and listening. Yet, many teacher and students alike consider writing to be most difficult subject of language skill to learn.

Based on the statement above, it can be concluded that teaching writing is very important; however, learning writing is not easy because the students should learn some components, namely: Structure, spelling, and punctuation. The teacher can teach writing easily to make the students feel available to learn. Good performance can help the teacher to send the material perfectly. Brown states that there are five types of writing class performances:

1) Imitative, or writing Down

Beginning level of learning to write, students will simply “writing down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

¹² Ibid., p.79.

2) Intensive, or controlled

Writing is sometimes use as production made for learning, reinforcing, or testing grammatical concept. This intensive writing typically appears in controlled, written grammar exercise.

3) Self writing

A significant a proportion of class room writing may be developed to self writing or writing which only the self in mind as audience.

4) Display writing

It is note early that writing within the second curricular context is a way of life. For all language students, short answer exercise, essay examinations, and even research reports will involve an element of display.

5) Real writing

According to Brown, while virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of message to an audience in need of those messages.

- academy, - vocational/technical, - personal.¹³

When the teacher is writing in the classroom, it has many activities that the students do in learning. The teacher not only asked her students to write

¹³ H. Douglas Brown. *Teaching by Principle an Interactive to Language Pedagogy*. (2nd Ed), (New Jersey:Longman.Inc, 2001), pp343-346.

sentence or composition, but also focused on her activates in language practice and make them more active. For example the teacher asked them to write a dialog with their partner. It makes the students get ideas or suggestions from other students.

The teaching of the writing is a matter prescribing a set of predetermines tasks or exercise to the students. When teachers teach writing course, she or he do not only teach how to develop ideas in writing, but also need a serious attention of how to write English sentences grammatically and systematically. Thus teaching writing will be good if the teachers' ability is being improve.

3. Procedure Text

a. Definition of Procedure Text

According to Oxford Advanced Learners' Dictionary stated " text is the main written or printed part of a book or page, constricted with notes."¹⁴ The writer problem is not just being explicit; the writer problem knowing what to be explicit about.

Procedure text is a written text that use English Language in which the outhor explains how the process is done through a sequence of action or steps.¹⁵ It means procedure text is explain the process of something from beginning to end.

¹⁴ A.S.Hornby, *Oxford Advanced Learnes' Dictionary*,(Now York: Oxford University Press,1987),p.1544.

¹⁵ Sanggam Siahaan, *Generic Text Structure*, (Yogyajakarta : Graha Ilmu, 2008) , p. 81

b. Social Function of Procedure Text

Especially, the social function of procedure text is to tell someone how to do something or how to make something and how to operate something.

c. Generic Structure of Procedure Text

According to Swales, “structure of texts is a device that supports communicative purpose”¹⁶ some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of text.

The generic structure of procedure text also called a constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

- 1) An introductory statement that gives the aim or goal.
- 2) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- 3) A sequence of steps in the order they need to be done, because goal followed by a series of step oriented to achieving the goal.

¹⁶ J. Swales, *Genre Analysis*, (New York: Cambridge University Press, 1990), p.42.

Thus from the explanation above, it can be conclude that here are three points of generic structure of procedure text which it can be stated without one. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/how to operate something.

d. Significant Lexicogrammatical Features of Procedure text

Beside having social function and generic structure, procedure text also significant Features that support the form of a procedure text. They are:

1) Simple Present Tense, especially imperative form

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples: get, chop, cut, add, boil, grind, etc.

2) Connective of Sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comperative sequence.

4. Questions and Answers Technique

a. Definition of Questions and Answers Technique

Raimes states, Questions and Answers is a technique in the learning writing process by using Questions. This technique uses card, the card contains the

topic, the groups compile questions about the topic on their card, and students collect the questions from each group and redistribute them to other group and write answers in complete sentence in form a paragraph.¹⁷ It means, that with questions and answers technique can help students to find the answers from these questions and develop their ideas in writing by answering questions about topic that they are going to write in sentences and paragraphs. This technique makes them easy to write.

Kenneth says that questions and answers is the first step away from monological teaching.¹⁸ It means questions and answers given the students the opportunity to reflect his inquiries and needs for further information and student must comprehend truth in his own mind, then express it in his own words.

Charles state questions and answers is a technique can help individual study groups focus their efforts.¹⁹ It means with questions and answers technique student can try to frame the instructors, questions is also very useful for the study groups, especially in anticipation of type questions will be give from a teacher.

¹⁷ Ann Raimes, Op.Cit. p.33

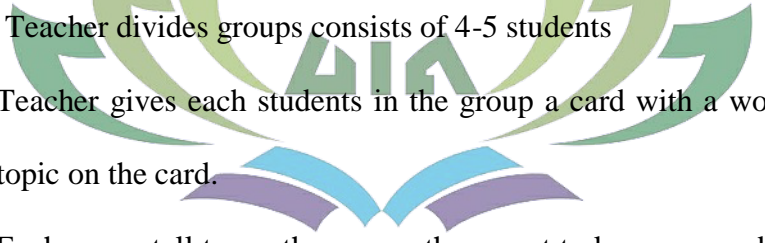
¹⁸ Kenneth O. Gangel, *24 Ways Improve Your Teaching*, (New Jersey : Longman, 2007), p.38

¹⁹ Charles Bazerman, *Involved Writing of College Writing for Your Self*. (New York : Houghton Mifflin Company, 1997), p.115

Beside the definitions and explanations above, Questions and Answers Technique is a kind of technique for teaching writing, this technique uses card as a media for helping the students in the learning process. The card is contained the topic. The groups compile questions about the topic; students collect the questions from each group then develop their ideas by answering these questions and write answers in complete sentences in form a paragraph.

b. The Procedure of Teaching Procedure Text Writing by Using Questions and Answers Technique

1) There are some procedures of teaching writing using Questions and Answers Technique as follows:

- 
- (a) Teacher divides groups consists of 4-5 students
 - (b) Teacher gives each students in the group a card with a word: clue about the topic on the card.
 - (c) Each group tell to another group they want to know more detail about the topic.
 - (d) The groups compile questions about the topic on their card
 - (e) The students collect the questions from each group and redistribute them to other group.
 - (f) If students need a great deal of guidance with their writing, give the students a list of questions.

(g) Each group of students now writes procedure text that gives answers to the questions asked in complete sentence in form paragraph.²⁰

2) There are some procedure of teaching writing using Questions and Answer Technique :

- (a) Teacher distribute card to students with questions about topic.
- (b) Students start to write a procedure text with answers on the questions card give by the teacher.
- (c) If students need a great deal of guidance with their writing, give the students a list of questions.²¹

From procedure above, the researcher concluded that the procedure of questions and answers technique is essentially to improve the answers to questions on a topic and make them a good paragraph. And the researcher have a construct of two procedure above,

- (1) Teacher divided groups consists of 4-5 students.
- (2) Distribute card about topic to group.
- (3) Each group tell to another group they want to know more detail about the topic.
- (4) The groups compile questions about the topic on their card.
- (5) The students collect the questions from each group and redistribute them to other group.

²⁰ Ann Raimes, Op.Cit. p.33

²¹ Kenneth O. Gangel, Op.Cit 41

(6) Each group of students now write procedure text that gives answers to the questions asked in complete sentence in form paragraph.

c. Advantage of Question and Answers

The execution of questioning in the classroom will be more live because the class welcome is better, the students do not just listen and the students participate and give ideas in the learning process. By asking questions of greater student participation and trying to listen to the teacher's questions well and trying to give the right answers, so that students receive lessons by actively thinking not passive (listening only).²²

d. Disadvantages of Question and Answers

In the technique of question and answer the smoothness of the course is somewhat hampered by the answer. The student's answer is not necessarily true and may sometimes deviate from the problem so it takes longer to get the correct answer.²³

5. Free Writing Technique

a. Definition of Free Writing Technique

According to Oshima and Hogue freewriting is a brainstorming activity in which you write freely about a topic because you are looking for a specific

²² Ibid, p.39

²³ Ibid, p. 39-40

focus.²⁴ Another prewriting technique is free writing. When you prewrite, you write "freely" without stopping-on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not. In other book according to Hogue support that as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.²⁵ It produces raw, often unusable material but help the research overcome block of apathy and self-criticism. It is used mainly prose by researcher and writing teacher. Some researcher used technique to collect initial thinks and ideas on a topic, often as a preliminary to formal writing. In free writing one writes sentences to form a paragraph about whatever comes to mind.

The students written without regard to spelling, grammar, etc., and will make no corrections. If the student reaches the point when they cannot think anything to will write, they write that they cannot think of anything, until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Expending from the topic, the thinking may stray to make connection and create more abstract views on the topic. This technique helps the researcher explore a particular subject before putting ideas into a more basic context.

²⁴ Alice Oshima and Ann Hogue, *Op.Cit*, p.6

²⁵ Ann Hogue, *Op.Cit*, p.24

In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques. Free writing is all the thinking process, not about a product or a performance for a student or writer.

b. Procedures of Teaching Writing Using Free Writing Technique

1) There are some procedures of teaching writing using free writing technique as follows:

- (a) Write the topic at the top of your paper.
- (b) Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- (c) After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
- (d) Take that main idea and free writing again.²⁶

2) There are some procedures of teaching writing using free writing technique as follows:

- (a) You choose a topic
- (b) Write whatever sentences come into your mind about topic.²⁷

²⁶ Alice Oshima and Ann Hogue, *Op.Cit.*,p.6

²⁷ Ann Hogue, *Op.Cit*, p. 24

From procedure above, the researcher have a construct of two procedure above,

- (1) You choose a topic
- (2) Write the topic at the top of your paper
- (3) Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject
- (4) After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop
- (5) Take that main idea and free writing again.

B. Relevan Study

Previously, Questions and Answers were used in teaching writing at SMPN I Palas South Lampung by Emi Darmawati. Students taught using Questions and Answers. The results show the use of Questions and Answers can improve writing ability in narrative paragraph of students. Questions and Answers Technique can help students explore the details of the topic. They are taught to find answers to these questions and then organize them in a paragraph. They can write down their thoughts, feeling and opinions in written form, example: their each experience. This can make students feel more interested in learning

to write. So, it does not make them bored and enjoy following the writing subject. Questions and Answers can help improve their writing skills.²⁸

Desma Yulita also used Questions and Answers Technique in teaching descriptive in SMPN 2 Waytenong West Lampung, from the reasearch result Desma said by implementing Questions and Answers Technique, the student become more active to follow the class and they become more comfortable in learning descriptive paragraph. Since Questions and Answers Technique gives them chance to be actively writing and involved with the paragraph, so that enjoy the class during the teaching learning process. Moreover, Questions and Answers Technique can give opportunities in developing interaction between students themselves and also with the paragraph. In learning descriptive paragraph of writing, the students are given chance to express their idea in writing paragraph.²⁹

From previous reasearch above, the researcher concluded that the Questions and Answers Technique can be used in a specific teaching and learning process in writing subject, and can motivate students' writing skill, not make a students bored in learning, and can stimulate students be active in the learning process. There are several differences between the two reasearcher above with

²⁸ Emi Darmawati. *The Influence of Using Questions Answer Towards Students' Narrative Paragraph Writing Ability At The Secon d Grade of SMPN I Palas South Lampung In 2010/2011 Academic Year*. 2010 P. 6 (unpublished skripsi, IAIN Raden Intan)

²⁹ Desma Yulita. *The Influence of Using Question and Answer Technique Towards Students' Descriptive Paragraph Writing Ability at The First Semester of The Nine Grade of SMPN 2 Waytenong West Lampung in The Academic Year 2016/2017*. 2016 p.76 (Unpublished skripsi, IAIN Raden Intan).

the researcher, among other differences in the study text, school, and which is definitely the object study by the researcher.

In viewed of the facts above, the researcher is interested in conducting a research by using Questions and Answers Technique in teaching the language especially the procedure text and investigated whether by using Questions and Answers Technique has any influence student writing skill especially procedure text. Therefore, the researcher proposed a research entitle the influence of using Questions and Answers Technique towards students' Procedure Text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in academic year of 2018.

C. Frame of Thinking

Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, finds some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

Questions and Answers is a good Technique to help students' to do or make things with the correct steps because questions answer is one of motivation

English learner, which make the students fell easy to get idea and express their ideas. Consequently, they decided that studying English is fun and comfortable. The researcher assumes that there was influence of using Questions and Answers Technique towards students' writing ability, practically in procedure text.

D. Hypothesis

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.³⁰ The hypothesis of this research are:

H_a = There is a Significant Influence of using Questions and Answers Technique towards Students' Procedure Text writing ability of the ninth grade at MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018.

H_o = There is no Significant Influence of using Questions and Answers Technique towards students' Procedure Text writing ability of the ninth grade at MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & d*, (Bandung : Alfabeta, 2017) ,p. 96

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the quasi experimental design by using experimental class and control class. According to James and Kimberly Quasi-experimental designs are a reaction to the traditional messy world of insitu research where groups of participants are preexisting or random assignment of individual participants is not possible.¹ Quasi experimental design does not have random assignments. We do not have the opportunity for random assignments of students to teachers or class. Finally, in this research, the researcher conducted the research to know the influence of using Questions and Answers Technique towards students' Procedure Text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung.

In conducting the research, the researcher given pre-test, treatment and post-test after the treatment. The design is presented as follows :

G1	T1	X	T2
G2	T2	O	T2

Where :

G1 = Experimental Class

G2 = Control Class

¹ James Schreiber and Kimberly Asner-Self. *Educational Research*, (New York : John Wiley & Sons, Inc., 2011), p.163

- T₁** = Pre-test
- T₂** = Post-test
- X** = Treatments by using Questions and Answers Technique
- O** = Treatments by teacher at the school

B. Variable of the Research

In this research, there are two variables. According to Sugiyono variable is an attribute or the nature or value of people, objects or activities which have certain variation defined by the writer to learn in order to obtain information of everything about it and then drawn the conclusion.² This means that variables are all things that can be source or object that we give information for our research. Goffrey and Friends said, there are two kinds of independent variables (affecting other variables) and dependent variables (influenced by other variables). The independent variable (X) is called "independent" because it does not depend on the results measured. More specifically, it is this independent variable that cause or influences the results. The dependent variable (Y) is called "dependent" because it is influenced by independent variable.³ In this research, the independent variable is the Questions and Answers Technique (X), and the dependent variable of this research is students' writing ability in procedure texts (Y).

² Sugiyono, *Op.Cit* ,p. 60

³ Geoffrey Marczyk, Davit De Matteo and David Festinger, *Essentials of Reasearch Design and Methodology*, (Canada: Willey and Sons, 2005), p. 46

C. Operational Definition of Variables

The operational definition of variable are as follows:

1. Question and Answer Technique is a type of technique for teaching writing using card to help students' in the learning process.
2. Students' procedure text writing ability is the students' ability to express ideas and thoughts on a writing form especially in express process doing some.

D. Population, Sample and Sampling Technique of Research

1. Population

Population is the place where the research going conducting. In other word Ary said that, "the larger group about generalizations made is called population"⁴, and also Ary defined population as all members of a class of people, events, or objects that are well defined.⁵ Based on the definition above, the population is all subjects that will be the research in this research.

The population of this reasearch is student class nine in MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.

⁴ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education* 8th Ed, (Canada: Wadsworth Cengage Learning, 2013) p.148

⁵ Ibid.

Table 2.
The Total Numbers of the Students at the Nine Grade of MTs Darul Huda Bukit Kemuning North Lampung in the Academic Year of 2018

No	Class	Gender		Total
		Male	Female	
1	IX A	12	16	28
2	IX B	12	11	23
3	IX C	12	10	22
Total		36	37	73

Source: data of documentation at the Nine Grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic Year of 2018.

2. Sample of the Research

In conducting this research, there needs to be a sample. According to Sugiyono, the sample is part of the number and characteristics of the population.⁶ Based on the definition above, sample is the several of population that represents the population that should be research. The sample of this research consists of two classes, that was IX B and IX C. The researcher choose one class as the experimental class another class as control class.

3. Sampling Techniques of the Research

In conducting this research, the researcher choosen the sample from the population of the research by using cluster random sampling because the population is in groups and considered homogenous. The researcher conducted the research at ninth grade. One class as the experimental class and

⁶ Sugiyono, *Op.Cit*, p.118

one class as the control class. Steps in determining the experimental class and control as follows:

- a. The researcher write the names of class IXA, IX B, IX C on a small piece of paper.
- b. The researcher was roll up and put into a glass.
- c. Then, the researcher shake and take roll paper. The first class as the experimental class and the second class as the control class.

E. Data Collection Techniques

In collecting data, the researcher used test as a technique for collecting data. According to Oxford Advanced Learners' Dictionary stated, test is an examination of knowledge or ability, consisting of question for them to answer or activities for them perform.⁷ Based on the definition above, the researcher used test to collect the data. Consisted in two test namely is pre-test and post-test. That used to determine the students' write procedure text through Questions and Answers Technique. The researcher used a writing test where the students' were required to make text by using Questions and Answers Technique.

In this reasearch, the researcher got data from:

1. Pre-test

The researcher delivered a set of test as a pre-test for all student sample in the first meeting without treatment by using the Questions and Answers

⁷ A.S.Hornby, Op.Cit, p.1543

Technique yet and the researcher asked them to do it individually and carefully in a certain time and finally they give it up. It was aimed to find out whether students already know how to make English procedure text or not.

2. Post test

The post test was given to students after 3 treatment. It was aimed to determined the influence in students' procedure text writing ability after given treatment by using the Questions and Answers Technique.

F. Instruments of the Research

According James and Kimberly research is a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand a given phenomenon in which we are interested.⁸

The instruments of this research are tests. The researcher used writing test forms and writing paragraphs. This test was used for pre-test and post-test. Pre-test was given to examine students' abilities before they were gave Questions and Answers, post test was given to measure the progress made by students.

1. Pre-test instrument

For pre-test instruments, the researcher gave students instructions on how to write procedure text before using Questions and Answers. Students begin their written test with their name, subject and class. After that, they can

⁸ James Schreiber and Kimberly Asner-Self, Op.Cit, p.2

choose one topic between how to make kolak, how to use computer, and how to insert sim card in cell phone. The students are asked to write procedure text with a simple present tense of at least one paragraph based on the topic they choose. Then can write their topic first and foremost. The time to complete the pre-test is 60 minutes. After they finish working on the test, the students collect their assignments and the researcher corrects them.

2. Post-test instrument

For the post-test instrument, the researcher gave students instructions on how to do a post-test. The researcher explains that students have 60 minutes to complete the post-test. Initially, the researcher asked students to choose one topic from the procedure text topic, how to make kolak, how to operate television, and how to make omelette. Then, the writer given instructions to students to make the procedure text with Questions and Answers Technique for the experimental class, and Free Writing for control class. After that, the students asked to write procedure text in the present tense at least one paragraph based on the topic they have choosen. Then the students can write the first sentence about the topic and follow step by step in writing the procedure text using the Questions and Answers Technique for the experimental class and write the Free Writing procedure text for the control class until they complete their post-test .The students me gather their assignments and writer corrects them.

After given the test above, the researcher given score of the students' a written test. Assessment included: content, organization, vocabulary, language, and mechanics. The total score for the essay writing test is 100.

G. Procedure of The Research

The research was conducted on February 2019. Before conducting the research, firstly the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted the research through the following steps:

1. Determine the subject

The researcher determined the subject, the researcher chosen ninth grade students from MTs Darul Huda Bukit Kemuning North Lampung as the research subject, one class as the experimental class and one class as the control class.

2. Designed test

The researcher determined the material teach to students and their material: how to make kolak, how to use computer, and how to insert sim card in cell phone for pre-test and how to make kolak, how to operate television, how to make amelette for post-test that is suitable for students. For example, the researcher choose procedure text that are easy for students to understand.

3. Prepared for the try out

The researcher prepared a kind of test call a try out. That was given to the students. Then, the researcher evaluated test questions to get good items tested in the pre-test and post-test.

4. Prepared a pre-test

The researcher prepared a kind of test call a pre-test that given to students to find out the students' Procedure Text writing ability

5. Analysis pre-test results

In analyzing the results, to know the students' score in procedure text writing ability before they had treatment.

6. Prepared for treatment

Treatment were given in three meeting. The researcher taught the procedure text by using Questions and Answers Technique in the experimental class and taught by using Free Writing in the control class

7. Prepared post-test

The researcher prepared a kind of test that was given to students to find out whether procedure text writing ability increases or not.

8. Analysis post-test results

In analyzing the results, the researcher examined to compare the results of the post-test between the experimental class and the control class to see whether the post-test score of experimental class is higher than the control class.

9. Report the results of the research

After collecting data, the researcher used the data process by using data analysis procedure.

H. Scoring Scale for Evaluating Students' Writing Ability

In this reasearch, the researcher used an inter-rater to score test results. That means that, in assessing the test there were more than one rater. The researcher used two people to score the test. Determined of the score by herself and the English teacher in this school. The score of two raters was summed and then divided into two. Test scores was calculated based on the following scoring system proposed by Tribble. The researcher used the rating scale to write the following works: Content, Organization, Vocabulary, Language, and Mechanics.

Table 3
The Assessment Scale for writing work.

Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail
	4-0	Inadequate: Fails to address the task with any effectiveness
Organi zation	20-17	Excellent to very good: Fluent expressions, ideas clearly stated and supported. Appropriately organized paragraphs or sections; logically sequenced (coherence); connectivens used (cohesion)
	16-12	Good to average: Univen expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion)
	11-	Fair to poor: Very uneven expressions, ideas difficult follow;

	8	paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion)
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization ; no sense of logical sequence.
	4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: No range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	Inadequate: Fails to addresses his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling pf appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, prepositing; meaning never obscure.
	23-18	Good to average: Acceptable grammar but problem with more complexes structures;mostly appropriate structures; some errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured
	9-6	Very poor: Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word, order/function, articles, pronouns, prepositions,; meaning often obscured
	5-0	Inadequate: Fails to address his aspect of the task with anyeffectiveness
Mechanic	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout
	7-5	Good average: Occasional errors in spelling,punctuation, capitalization, and layout
	4-2	Fair to poor: frequent errors in spelling, punctuation,capitalization, and layout
	1-0	Fair to poor: frequent errors in spelling, punctuation,capitalization, and layout. ⁹

⁹ Christopher Tribble, Op.Cit, p.130

I. Validity, Reliability, and Test Readability

1. Validity of the Test

Validity is an important quality of any test. This means that validity is a condition in which tests can measure what should be measure. Arikunto said Validity is a measure and valid instruments are high validity.¹⁰ To measure that the test has good validity, there are two basic types of validity: content validity and construct validity.

a. Content Validity

The validity of the content is the extent to which the questions on the instrument and the scores of these questions represent all possible questions that can be ask about content or skills.¹¹ To get the content validity, test that are in accordance with the student book are test according to the material teach to students. In other words, the researche make a test based on the syllabus for junior high school students. Thus, it can be said that the test had content validity since it was good representation of the material in the classroom.

b. Construct Validity

Construct validity focuses on the types of test is used to measure ability. Best and Kahn said that Building validity is the extent to which scores on tests can

¹⁰ Suharsimi Arikunto, *Prosedur Peneltian Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2010),,p.211

¹¹ John W. Croswell, *Educational Research; Planning and Conducting Quantitative and qualitative Research* (Boston: Pearson, 2012), p.618

be accounted for by the construction of explanations from sound theory.¹² This means that construct validity is focused on the aspects of the test which can measure ability especially for students' procedure text writing ability. In this research, the researcher consulted with the English teacher to measure the construct validity of the instrument. After the researcher asked Mrs. Badriyah, S.Pd.I she said that the instrument was valid.

2. Reliability Test

Fraenkel and Wallensay that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹³ A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher used inter rater reliability. This inter rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously. They are teacher and researcher. Furthermore, to know the degree of the level of reliability of written, the writer consulted the criteria of reliability as follows:¹⁴

¹² Jhon W. Best and James V. Kahn, *Research in Education 7th ed*, (New Delhi: Prentice Hall, 1995), p. 141

¹³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: Mc Graw-Hill, 2009), p. 154

¹⁴ Suharsimi Arikunto, *Op.Cit*, p. 321

Table 4
Criteria of Reliability

0.8– 1.0	Very high reliability
0.6 – 0.8	High reliability
0.4 – 0.6	Fair reliability
0.2 – 0.4	Low reliability
0.0 – 0.2	Very low reliability

3. Readability Test

Readability test is an indicators that measure how easy the document is read and understand. For evaluators, readability statistics can be a strong predictor of the level of language difficulty of particular documents. Important information in evaluation documents must be easy to understand.¹⁵ To know readability of the text test instrument, the writer followed Kouame's research. Participants asked to evaluate instruction and the understandability of each item on a scale of 1 to 10, where, 1 described an item that is easy to read and 10 described an item that is difficult to read.¹⁶ The questions tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the writer measured mean of each item.

Based on the Kouame's research, if the mean of all items of the instrument text has means under 4.46, the instrument is quite readable and

¹⁵ Jones and Bartlet ,*Assesing Readability with Grade level Formula*, Available online at: [http //www. readability.com.assessing-readability-with-grade-level-formula](http://www.readability.com.assessing-readability-with-grade-level-formula) (January,4th 2018)

¹⁶ Julien B. Kouame, *Loc. Cit.*

understandable by the readers or the test takers.¹⁷ The result of readability of writing test was 1.90 lower than 4.46, it means that the instrument was readable.

J. Data Analysis

1. Fulfillment of Assumption

After collecting the data, the writer analyzed the data by using independent simple t-test. There are two tests that must be done before the writer analyze the data by using independent simple t-test. They are normality test and homogeneity test.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁸ In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) is used for normality. The tests of normality employing Liliefors Test. While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is rejected if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

¹⁷ *Ibid.*, p.134

¹⁸ Sudjana , Op. Cit. p.166

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is rejected if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

2. Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

The hypotheses are :

H_0 : There is no significant influence of using Questions and Answers Technique towards students' procedure text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.

H_a : There is a significant influence of using Questions and Answers Technique towards students' procedure text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.



CHAPTER IV

RESULT AND DISCUSSION

A. Description of Treatment

This research was conducted in three meetings. On Thursday, February 18th, 2019 the researcher administrated the pre-test. The researcher gave the pre-test and post-test to experimental class (IX B) and control class (IX C). On Monday, February 18th, 2019 at 07.30- 09.00 the researcher gave pre-test in experimental class that consist of 23 students and February 19th, 2019 in control class at 12.15-13.45 that consist 22 students.

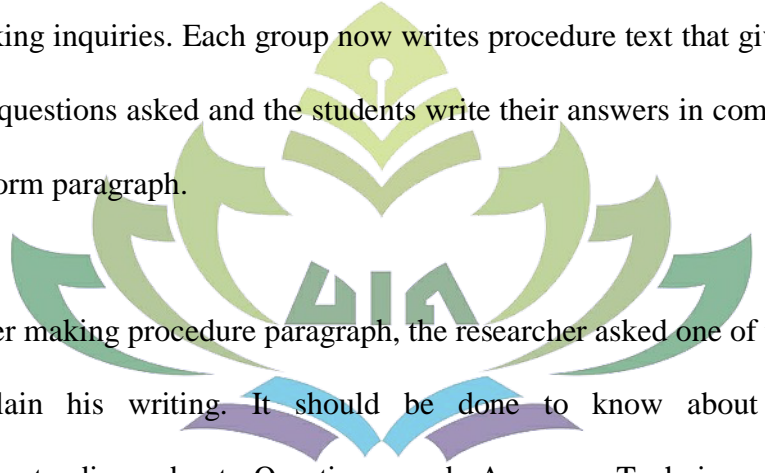
On Thursday, February 21th, 2019 the researcher gave the first treatment in experimental class and control class, experimental class at 07.30-09.00 while control class at 12.15-13.45. The researcher gave the second treatment in experimental class on Monday, February 25th, 2019 and control class on Thursday, February 28th, 2019. The researcher gave third treatment on Thursday, February 28th, 2019 to experimental class and on Monday, March 05th, 2019 the researcher gave third treatment to control class. For the last meeting, the researcher gave post-test to students in experimental class on Monday, March 04th, 2019 and to students in control class on Thursday, March 07th, 2019.

1. Description of First Treatment

The first treatment was conducted on February, 21th 2019 at 07.30-09.00 am.

The researcher greeted to the students, prayed together, checked the attendant

list, and gave motivation to make them interested in teaching learning process; in the first treatment the students looked nervous. To make the students understand the material easier, the researcher gave an example of making paragraph by using Questions and Answers Technique. The researcher divided the students into groups of four. Gave each student in the group a card with a topic on the card. The groups compile questions about the topic on their card. The students collect the questions from each group and redistribute them to other group. Teachers guide students if has difficulty in making inquiries. Each group now writes procedure text that gives answers to the questions asked and the students write their answers in complete sentence in form paragraph.



After making procedure paragraph, the researcher asked one of the students to explain his writing. It should be done to know about the students understanding about Questions and Answers Technique. Finally, the researcher guided the students to make a conclusion about the material. The researcher and the students' consulted the material has been studied together. The researcher asked to the students if they had difficulty in understanding this lesson. Then the researcher closed the lesson

2. Description of Second Treatment

The second treatment held on February, 25th 2019 at 07.30 -09.00 am. It was better than first because the students did not look nervous anymore, and the

students had known how to write paragraph given by the teacher. The researcher started the teaching learning process by reviewing and explaining more about the paragraph, it was procedure paragraph. The researcher gave the students examples of procedure paragraph with some topic and asked the students to write the paragraph by using Questions and Answers Technique. The teacher gave some questions the students to stimulate them about how to make tomato soup. The researcher gave the questions about the topic how to make food, drink, how to use manual operation, related to human behavior. In this stage, the researcher told the students what they were going to learn by the reviewing and explaining from the teacher based on the meeting before.

3. Description of Third Treatment

The third treatment was held on February, 28th 2019 at 07.30-09.00 am. In this meeting the students were taught through another procedure paragraph by using Questions and Answers Technique and the teacher gave instruction to the students in making a procedure paragraph based on the teacher explanation at the second treatment. It made the students understood making the procedure paragraph. It was better than the first because the students had known to comprehend the paragraph given by the researcher. The students felt enjoyable with writing paragraph. It was found that all students involved in the process.

They started to do steps independently. In his stage, the researcher told to the students what they were going to write about classroom by the reviewing and explaining from the researcher based on the meeting before. Then, the researcher asked the students to look around their classroom because they were going to write it. After that researcher gave some questions about the classroom and students answer and write their answer in form paragraph. As the last activity of this treatment, the researcher gave chance to the students to ask if they had difficulty about the material and the task. The students looked more interested in the learning process. The researcher consulted the material about writing procedure paragraph by using Questions and Answers Technique. They were able to make questions appropriately.

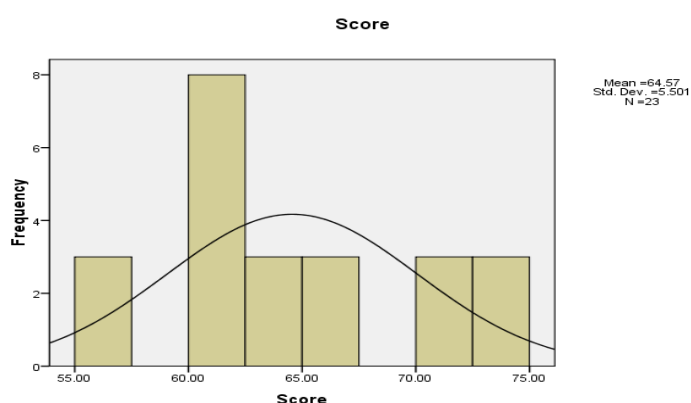
B. Result of Research

The research was aimed to know whether there was any significant influence for the students' writing ability in narrative text after they were given treatment by using questions and answers technique as technique in this research. The research was conducted of the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung. Two classes as sample of research, they were IX B and IX C. Furthermore, the instrument of this research was written test especially in procedure text.

1. Result of pre-test

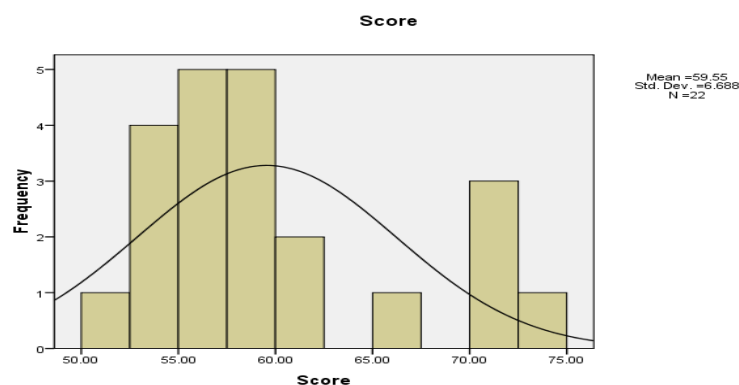
The pre-test was administrated in order to know students' writing ability before treatment was given. The pre-test was administrated on February, 18th 2019 in experimental class and control class on February, 19th 2019.

Figure 1
The Result of Pre-test in experimental class



Based on Figure 1, the mean of pre-test in experimental class was 64.57, standard of deviation = 5.501, N = 23, median = 63.00, mode = 62.00, variance = 30.3, minimum score = 55.00, and maximum score = 74.00. It showed students' writing ability before they got the treatments.

Figure 2
The Result of Pre-test in control class

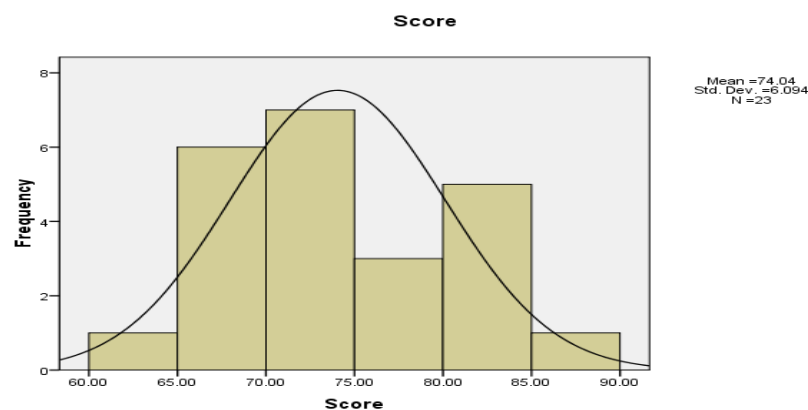


Based on Figure 2, the mean of pre-test in experimental class was 59.55, standard of deviation = 6.688, $N = 22$, median = 58.50, mode = 55.00, variance = 44.74, minimum score = 52.00 , and maximum score = 74.00.

2. Result of Post-Test

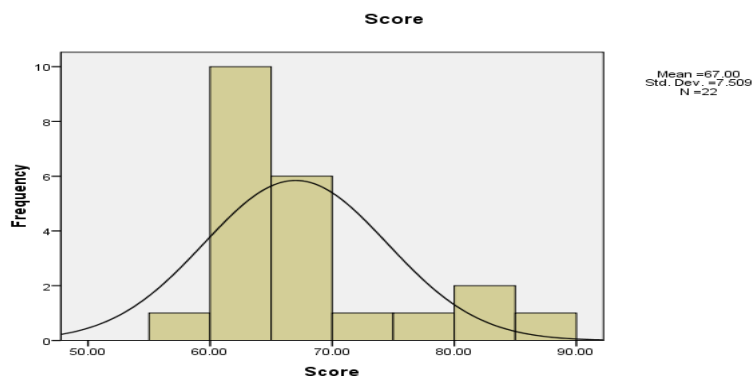
The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on March 04th, 2019 in experimental class and on March 07th, 2019 in control class. The scores of students' writing tested in post-test in the experimental class could be seen in Figure 3.

Figure 3
Result of post test in experimental class



Based on Figure 3, the mean of post-test in experimental class was 74.04, standard of deviation = 6.094, $N = 23$, median = 73.00, mode = 69.00, variance = 37.134, minimum score = 62.00 and maximum score = 85.00. It showed students' writing ability after they got the treatments.

Figure 4
Result of the post-test in the control class



Based on the Figure 4, that the mean of post-test in control class was 67.00, standard of deviation = 7.509, N = 22 median = 64.50, mode = 60.00, variance = 56.381, minimum score = 59.00, and maximum score = 85.00.

3. Result of Reability

Fraenkel and Wallensay that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to onather and from one set of items to another.¹ Futhermore, to knew the degree of the level of reliability of written, the writer consulted the criteria of reliability as follows:²

Table 5
Criteria of Reliability

0.8– 1.0	Very high reliability
0.6 – 0.8	High reliability
0.4 – 0.6	Fair reliability
0.2 – 0.4	Low reliability

¹ Jack R. Freamkel and Norman E. Wallen, How to Design and Evaluate Research in Education, (New York:Mc Graw-Hill,2009) , p.154

² Suharsimi Arikunto, *Op.Cit*, p.321

0.0 – 0.2	Very low reliability
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C. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if $Sig (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig (Pvalue) < \alpha = 0.05$

Table 6
Normality of the Experimental and Control Class

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score	Experimental	.162	23	.120	.920	23	.068
	Control	.183	22	.053	.915	22	.059

a. Lilliefors Significance Correction

Based on Table 6, it can be seen that Pvalue (Sig) for experimental class was (.120)for Kolmogorov-Smirnov^a and (.068) for Shapiro-Wilk. Pvalue (Sig) for control class was (.053) for Kolmogorov-Smirnov^a and (.059) for Shapiro-Wilk. Because *Sig* (Pvalue) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and *Sig* (Pvalue) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 7
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.402	1	43	.243
	Based on Median	1.255	1	43	.269
	Based on Median and with adjusted df	1.255	1	42.303	.269
	Based on trimmed mean	1.369	1	43	.248

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that $\text{Sign (Pvalue)} = 0.243 > \alpha = 0.05$. It demonstrated that H_0 is accepted because $\text{Sign (Pvalue)} > \alpha = 0.05$. It means that the variance of the data is homogenous.

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses formulas are:

H_a : There is a significant influence of using Questions and Answers Technique toward students' procedure text writing ability at the first semester of ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in the cademic year of 2018/2019.

H_0 : There is no significant influence of using Questions and Answers Technique toward students' procedure text writing ability at the first

semester of ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in the cademic year of 2018/2019.

Criteria of acceptance were:

H_a is accepted if $Sig < \alpha = 0.05$

H_0 is accepted if $Sig > \alpha = 0.05$

Table 8
Independent Samples T-test

		Levene's Test for Equalit of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Score	Equal variances assumed	1.402	.243	2.395	43	.021
	Equal variances not assumed			2.406	42.076	.021

Based on the results obtained in the independent sample t-test above, that the value of significant generated Sig (Pvalue) = 0.021 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Questions and Answers technique towards students' procedure text writing ability at the first semester of the ninth grade of MTs Darul Huda Bukit Kemuning North Lampung in the academic year of 2018/2019.

D. Discussion

Based on the result of research, it has shown that Questions and Answers influence students' writing ability in procedure text. From the result above, it can be seen that the result of students' post test in experimental class was higher than in the control class. Before the researcher do the research there,

the fact that the students' writing ability is low, English teacher said that the most of the students at the ninth grade of that school still found difficulties in English writing. Thus, it can be seen from the result score of their writing ability that is given by the teacher.

There were some problems encountered by the researcher during the implementation of Questions and Answers in teaching writing. Firstly, most of the students were inhibited to use English in their communication especially in writing, because they were afraid to make mistakes. Secondly, the students got difficult in expressing their ideas writing correctly, because the teacher did not use interesting technique. Thus, the students got bored when they do exercise about writing procedure text.

In general, the teaching learning process, the students cooperated well throughout three treatments. And based on the analysis of the data and the testing of Hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of Questions and Answers get better result than the students using free writing technique in teaching writing do.

Raimes states, Questions and Answers is a technique in the learning writing process by using Questions. This technique uses card, the card contains the

topic, the groups compile questions about the topic on their card, and students collect the questions from each group and redistribute them to other group and write answers in complete sentence in form a paragraph.³ It means that with questions and answers technique helps students to find the answers from these questions and develop their ideas in writing by answering questions about topic that they are going to write in sentences and paragraphs. This technique makes them easy to write.

The result of the research that was done by researcher showed that there was significant influence of using Questions and Answers towards students' writing ability that focuses on procedure text. The researcher result has been by several previous kinds of research that were done. Questions and Answers had been succesful to increase students language skill components. Thus, this research and two previous kinds of research have the same result. It means that this research is any significant different score between before and after using Questions and Answers.

Therefore, in this case, the researcher would like to say that using Questions and Answers is a good technique in motivating students learning English, especially in writing ability in procedure text. Therefore, it can be said that there is significant influence using Questions and Answers towards students' writing ability.

³ Ann Raimes, Op.Cit. p.33

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is a significant influence of using Questions and Answers Technique towards students' procedure text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, it means that the researcher assumption is true that is to say, Questions and Answers Technique can give a significant influence towards students' procedure text writing ability.

It was supported by the score achieved by that students in which they got higher scores after the researcher gave the treatment by using Questions and Answers as a technique to teaching writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.02 it is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestions

Based on the result of this research, the researcher purposed suggestion as follows:

1. For the Teacher

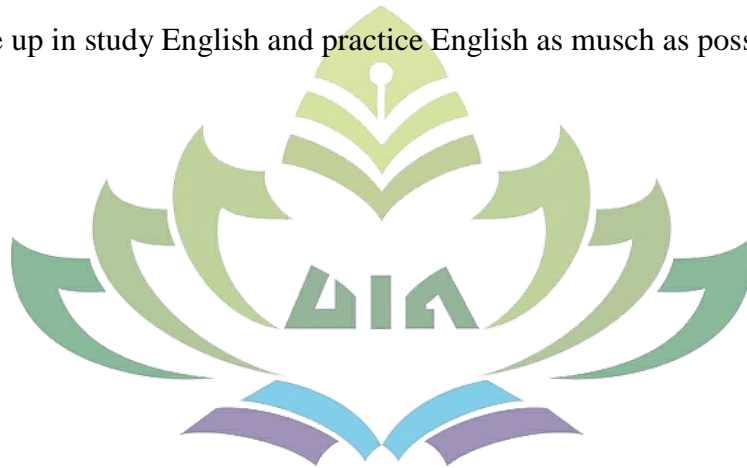
- a. Considering the Technique, the researcher suggests the English teachers will apply Questions and Answers Technique as one of the ways in teaching writing of procedure text because it can help students in writing the paragraph easier.
- b. To improve the students' independency, the researcher suggests the teacher will let students to work in groups since group work can provide learners with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to the learners temporarily.

2. For the Researcher

- a. The researcher applied Questions and Answers Technique to increase students' procedure text writing ability. Further, other researchers should conduct this technique on the different skill or components of English.
- b. In this research, the researcher used Questions and Answers to help students' in procedure text writing of Junior High School. Further other researchers should conduct this technique on different level of students.

3. Suggestions for the Students

- a. The students should study hard to write to prove that they are able write better.
- b. The students should learn and be more seriously in learning English in order to develop and increase their writing ability.
- c. The students also should have motivation to learn English in order to move their English ability. The students have practice writing especially writing procedure text. The students should be more active in learning English. Never give up in study English and practice English as much as possible.



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